

**THE EFFECT OF APPLYING READ COVER REMEMBER RETELL (RCRR)  
STRATEGY ON STUDENTS' ACHIEVEMENT  
IN READING COMPREHENSION**

**SKRIPSI**

*Submitted in Partial Fulfilment as the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

**By:**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
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MEDAN  
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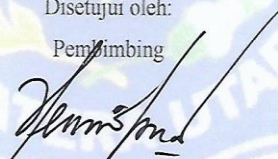
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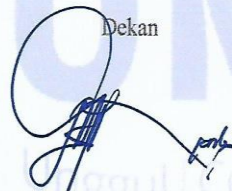
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## ABSTRACT

**Pertiwi, Lesti. 1502050216. The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension, Skripsi. English Education Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.**

The objective of this study was to investigate the significant effect of applying Read Cover Remember Retell (RCRR) strategy on students' achievement in reading comprehension. This study applied the experimental research referring to true-experimental research design. It was conducted at SMP Muhammadiyah 47 Sunggal with the population was the ninth grade students at academic year 2019/2020. The ninth grade consist of four classes amounting to 150 students. The sample of the study was taken by using simple random sampling technique namely class IX-1 as the axperimental class and IX-2 as control one. The instrument used of collecting data was reading test in form multiple choice test about narrative text, and it was analized by using t-test formula. After calculating the pre-test and post-test scores of the experimental group, it was found that in this study  $t_{observed}$  was higher than the t-table. It had been seen from  $t_{observed} > t_{table}$  ( $6.25 > 2.035$ ) with the level significant 0.05 and DF = 33. From the result above, it showed that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It means that applying of Read Cover Remember Retell (RCRR) Strategy affect on students' achievement in reading comprehension especially in narrative text.

**Keywords :** *RCRR Strategy, Reading Comprehension, Students' Achievement*

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This study entitles “The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension”. It was done for submitting in parsial fulfillment of the requirement for Degree of Sarjana Pendidikan at English Education Department of Faculty of Teacher Training and Education.

During the process of writing this study, the researcher realized that she had to learn more about this thesis. Meanwhile, she had also received a lot of helpful, suggestions, and comments from many people. In this time, a very special debt of gratitude was directed to her beloved parents Mr. Aslim and Mrs. Syamsiah for their pray, advice, courage, moral and material supports. May Allah SWT always blesses and protects them and my thanks also went to my brother and sister for their supports.

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Hopefully, this thesis is useful for the readers, especially for the students of English Education Department of FKIP UMSU. The researcher realized that her thesis was still far from being perfect in spite of the fact she had done her best in completing this work. Therefore, constructive criticism, comments and suggestions were welcomed for further improvement of this thesis.

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Medan, September 2019  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Reading is one of the language skills that was not easy for the students to understand in learning English, but also reading was one of the English skills to be mastered by the students. It is skills that need more attention from the students who have good interaction with the text in order to get the meaning from the text. The teaching of reading comprehension as one of the language competency in English is considered being important. Reading is very important for students, because there were many advantages from learning reading. Through reading, make the students easier to add and get the new information from any kind of text. By reading, made the students can increase their knowledge. The purpose of reading comprehension was to get some skills in understanding the text. So, they can master english well. Reading comprehension involved the students' ability to find some information in reading text of english.

The reading comprehension activity is also expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language. In the other words, the teaching of reading comprehension must enable the students became independent

readers as the purpose of teaching reading itself. The demand of the 2013 curriculum insists the creativity and the ability of the teachers to implement the theory of curriculum into the classroom particularly in teaching and learning process, namely by using the effective strategy. In addition, in this curriculum it was expected that the students should be able to understanding the meaning of simple short essays in the form of recount, and narrative to interact with the surrounding environment and also the students should be able to responding to the meaning in simple short functional written text accurately, smoothly and acceptable relating to the surrounding environment.

Even though reading was the basic skill to be taught to the students, in fact many students still had problems in reading, especially in reading narrative text. This case was proven through the preliminary observation at SMP Muhammadiyah 47 Sunggal as the researcher internship location. It was found that most of the students were lazy to read the text, felt bored when reading the text, got difficulty in finding the main point of the text, unable in retelling the content of the text and also they got the difficulties when answering the reading questions.

The problems faced by the students above caused by several factors, there were internal and external factors. Internally, students were still low in reading because they were less interested and lack motivation in reading, while external

factors were caused by the environment, the teacher, the use of teaching strategy and also the teaching media.

The strategies in teaching reading are important because the students can provide tools to figure out the meaning of unknown words, increase the reader's comprehension of the text at a deeper level and boost the reader's confidence level when attacking difficult text and also to make they were easier in finding the main point of the text and then to assisted the reader to read more accurately. Furthermore, this strategy was important to motivated students to read for fun and pleasure.

There are many effective strategies that can be used for teaching reading comprehension in order to minimize the students' reading problems above. One of them was RCRR (Read, Cover, Remember, Retell) strategy. Dahler (2018) says that Read, Cover, Remember, Retell (RCRR) strategy is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read. In RCRR strategy, students focus on remembering what they have read. It was inline with the research finding done by Anita (2013) that there was a significant difference of using RCRR strategy toward reading comprehension.

Based on the explanation above, the researcher got interest doing a research entitles: : “The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension”.

### **B. The Identification of the Problem**

Based on the background of the study above, the researcher identified that the problems as follow:

1. Most of students were lazy to read the text.
2. Most of the students felt bored when reading the text.
3. Most of students got difficulty in finding the main point of the text.
4. The student were unable in retelling the content of the text
5. The students got difficulty when answering the reading questions.

### **C. The Scope and Limitation of the Study**

The scope of the research was reading skill. It was limited on literal reading comprehension on reading narrative text.



**D. The Formulation of the Problem**

The problem of this research was formulated as follow: “Is there any significant effect of Applying Read Cover Remember Retell (RCRR) Strategy on students’ achievement in reading comprehension?”

**E. The Objective of the Study**

The objective of the study was to investigate the significant effect of Applying Read Cover Remember Retell (RCRR) Strategy on students’ achievement in reading comprehension.

**F. The Significance of the Study**

The results of the research were expected to be useful theoretically and practically. Those were elaborated as follows:

**1. Theoretically**

This study provided very useful information about applying Read Cover Remember Retell (RCRR) Strategy, that is useful in teaching students in the classroom.

## 2. Practically

- a. Giving information and description to the English teacher about how to apply and the effect of applying Read Cover Remember Retell (RCRR) strategy on students' achievement in reading comprehension on narrative text.
- b. Helping the students more easily to comprehend the text they read and attracting students' interest in reading English text.
- c. Inspiring other researchers to conduct similar research on students' reading comprehension.

## CHAPTER II

### THE REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. Reading Comprehension

Reading is one of the language skills that is not easy for the students to understand in learning English. The reading text contains letters, words, sentences, and encodes meaning. Moreillon (2007) says that reading is making meaning from print and from visual information, but reading is not simple. Reading is an active process that requires a great deal of practice and skill. According to Tarigan (2008) reading is one of four language skills, and reading is a process that is carried out and used by the reader to obtain a message, which the writer wishes to convey through the medium of words/ written language.

Nunan (2003) says that Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. Brown (2004) in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire.

Moreover, reading is a complex process of reconstructing the author's ideas in order to gain meaning from the print. It means that, reading is an active process that goes beyond recognizing words in the text. Reading may be defined as the meaningful interpretation of printed and written verbal symbol. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read.

According to Dorn (2005) similarly, reading is not only process in which the reader reads the words, sentences, or text but also to comprehend the text. Nunan (2003) says that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

Therefore, reading is a process to get understanding from a text. The reader can understand information by interpreting source information from a text, because reading has purpose to comprehend of the text. According to Dorn (2005) deeper comprehension requires a reader to go beyond the author's message, assimilating the text experience into his or her own background and in the process creating a new message. To move deeper into the text implies that readers are moving deeper into their own minds. At the same time, comprehension and meaning are one and the same an inner reflection of the reader's mind.

In comprehending, the readers actively use their thinking to engage with the text to construct the meaning. Therefore, reading comprehension is the ability in constructing meaning and understanding about the information that presented in a reading. It is also mean that reading comprehension is the understanding ability of a text which students should have in learning reading skill. According to Dorn (2005) Succesfull comprehension occurs when the reader has sufficient knowledge to fill in the blanks between the author's meaning and the surface features of the text. Therefore, if the reader is unable to make inferences while reading, comprehension will be severely limited.

In addition, in the reading comprehension, students also need to understand the main ideas, supporting ideas, and concluding ideas as well. It proves that the students who are learning reading skills need reading comprehension. According to Dorn (2005) says that the process of comprehension requires that readersassemble flexible strategies to solve problems. From this point of view, the orchestration of strategies not single strategies but that is a condition of deep comprehension.

While Woolley (2011) writes that reading comprehension is the process of making meaning from text. Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationshipamong words and concepts, organizing idea, recognizing authors'



purpose, making judgment and evaluating. Word important factor in determining the degree of comprehension. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

The other definition explained by Moreillon (2009) the goal of teaching reading comprehension strategies is to give readers the tools they need to be effective readers and independent learners. It means that the goal of reading comprehension is to make someone understand the whole of the content and also can be a tool to make someone become a critical reader and able to apply the content of the text without anyone help.

From the statement above, it was clearly stated that comprehension or understanding in every reading activity was an important part of skill learning. It means that the students must be able to read a text consisting of many sentences and select the main idea to which all the sentences refer. After the reader was able to comprehend what the most important though, they needed to be able to identify the details that support the main idea. They must think about what they reads in order to interpret meaning as well as to get the factual information given.

## **2. Kinds of Reading**

Tarigan (2008) stated that Generally, there were two different kinds of reading. They were extensive reading and intensive reading.

### **a. Extensive Reading**

There were different definitions for extensive reading. Tarigan (2008) says that extensive reading means reading widely. The object includes as much text as possible in the shortest possible time. Extensive reading was to understand the important contents quickly, so that reading efficiently can be done.

This extensive reading also includes: survey reading, skimming, superficial reading.(1) survey reading was something that we do before we start reading. We survey the reading material to be studied by checking the list of words contained in the book, examining the titles of the chapters contained in the book and examining the chart, the outline that contained in the book (2) skimming was a type of reading that makes our eyes more quickly to see, pay attention to written material to find and obtain the information (3) superficial reading basically aims to obtain superficial understanding that is external, which was not profound from a reading material and this type usually done only for entertainment.

Nunan (2003) says that extensive reading plays a key role in top-down approaches to reading. Extensive reading can be contrasted with intensive reading.

And here, extensive reading means reading many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills.

### **b. Intensive Reading**

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related.

According to Nunan (2003) intensive reading involves a short reading passage followed by textbook activities to develop comprehension and/or a particular reading skill. Most textbooks used to teach first and second language reading use an intensive reading approach. Tarigan (2008) says that intensive reading is divided into two, namely content study reading and linguistic study reading. Intensive reading essentially requires a text that is no more than 500 words long. The main goal is to get success in full understanding of logical and rhetorical arguments.

### **3. Models of Reading Process**

Nunan (2003) says that the models for the second-language reading process can be divided into three categories: bottom-up models, Top-down Models, and interactive models

**a. The Bottom-up Model**

The bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension. One element of a bottom-up approach to reading is that the pedagogy recommends a graded reader approach. Within a bottom-up approach to reading, the most typical classroom focus is on what we call intensive reading.

**b. The Top-down Model**

The top-down models, on the other hand begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition. The reader begins with the largest elements and works down towards smaller elements to build comprehension of what is being read.

### **c. The Interactive Model**

The models that were accepted as the most comprehensive description of the reading process are interactive models. Thus, third type combines elements of both bottom-up and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”. An interactive approach to reading would include aspects of both intensive and extensive reading. We need to provide learners with shorter passages to teach specific reading skills and strategies explicitly. We also need to encourage learners to read longer texts without an emphasis on testing their skills. Extensive reading provides opportunities to practice strategies introduced during intensive reading instruction.

## **4. Level of Reading Comprehension**

According to Burns, Paul C 1984 (in Journal Erika Sinambela 2015) there were four levels of comprehension that must achieve in reading comprehension, says that it is possible to understand material on a number of different levels. To take the ideas that directly stated is literal comprehension, to read between the lines interpretive comprehension; to read for evaluation is critical reading and to read beyond the line is creative reading. Perhaps because literal comprehension was the easiest to attain, teachers have given it a disproportionate amount of attain

in the classroom, but children need to achieve higher level of reading comprehension to become informed and effective citizens.

**a. Literal Reading**

Reading for literal comprehension which involves acquiring information that was directly stated in a selection, is important in and of itself and is also a prerequisite for higher levels understanding. Examples of the skill involved are the ability to follow direction and the ability to restate the author's material in other words. For instance, if the author wrote, "The man's tattered coats is not effective againts the cold," a child could show evidence of literal comprehension by saying. The man ragged coat didn't keep him warm". Recognizing stated the main ideas, details, cause and effects and sequences are the basic and a through understanding of vocabulary, sentence meaning, and paragraph meaning is important.

**b. Interpretive Reading**

Interpretive reading involves reading between the line or making inference. It was the process of deriving ideas that are implied rather than directly stated. Skills for interpretive reading include: inferring main idea of to passage in which the main ideas are not directly stated. Inferring cause and effect relationship when they are not directly stated. Inferring referent of pronouns. Inferring referent of

adverbs. Inferring omitted words. Detecting mood, detecting the author's purpose in writing, and drawing conclusions.

### **c. Critical Reading**

Critical reading is evaluation written materials-comparing the idea discovered in the materials with knowing standards and drawing conclusion about accuracy, appropriateness, and time. The critical readers must be active readers, questioning searching for facts, and suspending judgment until he or she has considered all of the materials. Critical reading implied idea is especially important.

### **d. Creative Reading**

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination. It was concerned with the production of new insight, fresh approach, and original construct. Teacher must carefully nurture creative reading, trying not to encourage the diverse process characteristic of creative reading.

Based on the level of comprehension above, the researcher focused on the Burns' level, which is literal reading. The researcher used literal reading because

students are required to understand and recognize the main idea, details, cause effect, and that is stated directly in the text.

## **5. Strategy for Teaching Reading Comprehension**

In effective teaching reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested.

According to Slavin 2000 (in journal Muslaini:2017) has also noted that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs. Allington 2002 (in journal Muslaini:2017) notes that creative teachers manage



to get better result regardless of curriculum materials, pedagogical approaches and/or reading programs.

A teacher has to implement a strategy so that his students will learn to read and comprehend as well as possible. Brown (2004) has classified strategies into two kinds. The first kind is direct strategies or what are also called cognitive strategies. These include a number of different ways of remembering more effectively and of using all possible cognitive processes and compensating knowledge. The second kind is indirect strategies which focus on some aspects, such as organizing and evaluating learning, managing the emotions and learning from others. Adler 2003 (in journal Muslaini:2017) has said that comprehension strategies are conscious plans, sets of steps that good readers use to make sense of a text. Comprehension strategy instructions help students to become purposeful, active readers who are in control of their own reading comprehension.

Duffy (2007) has mentioned some strategies for teaching reading comprehension in the classroom. First, teaching of reading is knowledgebased. Thus, teachers are required to have knowledge related to the material so that they can explain the material to the students. Therefore, a good teacher has to prepare himself for it. Second, reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. The teacher has to realize that

reading is a multidimensional process. Third, learners are different, this means that every student is different, either their ability or their behavior or both. Students have a variety of abilities, especially for comprehending the meaning of a text. Therefore teachers need to analyze the abilities of their students' in order to help themselves to manage the classroom situation. The last strategy of Duffy is that teachers are informed decision-maker who makes many instructional decisions that will positively affect the reading achievements of the students, teachers must be knowledgeable about the reading processes, effective instruction, the diversity of communities they serve, and the expectations for the teaching of reading as outlined in the curriculum.

## **6. Types of Reading Text**

Pardiyono (2007) states that genre can be defined as text which has a function as a frame of reference so that text can be constructed effectively. These are the type of genre according to their social purpose. Namely narrative, descriptive, explanation, procedure, recount, discussion, report, news item, analytical exposition, hortatory exposition, review, anecdote, and spoof.

Based on the thirteen types of text above, narrative text is the focus in this study. While, Anderson and Anderson (2003) defined that Narrative text is a text, which related a serried of logically and chronologically related events that are

caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.

Rukmini (2010) The social functions of narrative text are to amuse, entertain and deal with actual and vicarious experience and the generic structure of this text is orientation, evaluation, complication, resolution and reorientation. Orientation sets the scene and introduces the participants involved in the text. Evaluation is stepping back to evaluate the plight. Complication happens when a crisis rises. Resolution is when the crisis resolved for better or for worse. And reorientation is an optional one that contain writer's opinion or conclusion.

## **7. Read Cover Remember Retell (RCRR) Strategy**

There are some experts who have defined about read cover remember retell (RCRR) strategy. Macceca (2007) says that read cover remember retell (RCRR) strategy is an effective approach to help readers at all grade levels who think that good reading is quickly and as a result do not understand what they have read. It is modeled for students during a whole class instruction period, and then conducted with students who work as partner to read the same text.

Read cover remember retell (RCRR) strategy is an instructional strategy that is used to help students stop after reading small portions of the text and retell

what the section was mostly about. Many learners will continue reading a selection even if they don't understand what they have just read. This process supports both understanding of text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text. Hoyt (2009) stated that after students become adept at using this strategy to orally retell portions of the text, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection.

#### **8. The Steps of Read Cover Remember Retell (RCRR) Strategy**

Gusdinarti (2013) classifies the general steps that can follow to apply read cover remember retell (RCRR) strategy :

- a. The students make partner to read the same text.
- b. Read. This step asks a reader to read only as much as her or his hand can cover about a certain topic.
- c. Cover. The reader tries to use her or his hand to cover up the part of story that you just read. This step will help reader in the next step.
- d. Remember. In this step a reader need to take time to think about what he or she just read.

- e. Retell. What information students would get after reading a certain topic? In this step the students are required to retell what they just read or learned from the text and what important things they got from it. The students can tell her or his partner what she or he just read.

## **B. Relevant Study**

There were some relevant researches dealing with this research. First, the research done by Amira (2018) about *The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve Students' Achievement in Reading Comprehension*. Her research focused on the implementation of RCRR strategy to improve students' achievement and attract students' learning interest, so that reading becomes their habit and students were not easily bored in the process of learning English. Her finding showed that there was any effect of the implementation RCRR strategy in Cycle II. In other words it can improve students' abilities and activities in the learning process well.

Second, the study applied by Anita (2013) entitled *The Effect of Using Read, Cover, remember, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency*. The main purpose of this research was to investigate the effect of RCRR strategy to help the students difficulty in comprehending English text. And her

found that the strategy help students to understand the text better than before. As proven by the means scores between by using RCRR strategy and conventional reading activities are significantly different. It means that RCRR strategy has a positive effect on students' achievement.

Based on the two previous researches above, it was seen that those had similarities and differences with this current research. The similarity was all of the research focus on investigating the same concentration, that was students' reading comprehension and using the same strategy. While the difference was the research design used namely Classroom action Research (CAR) and experimental research design.

### **C. Conceptual Framework**

In learning english, reading is one of the skills that the students should learn. To get information from the source, the learners have to be able to read the text effectively and efficiently. Understanding information on the text is, of course the whole purpose of reading. The readers who understand what they are reading can more easily go beyond the given information on the page.

In teaching reading, the teacher should have the ability to guide students inlearning reading. However, sometimes the strategies used by the teacher make the students inactive, bored and they do not participate in teaching and learning

process in the classroom. In fact, most of students get some difficulties in learning english especially in reading, caused by many factor that is many students felt unable to comprehend the text and they are not able to give correct answers to the question provided such as the differences in grammar, spelling, pronunciation, and the culture concept.

In conclusion, to solve this problem the teacher should prepare several strategies that are suitable for students, namely the appropriate and effective strategies in teaching reading, while the students should be actively involved in the strategies prepared by the teacher.

One of the suitable strategies is Read Cover Remember Retell (RCRR) Strategy. RCRR strategy is an instructional strategy that is applied to help students stop after reading small portions of the text and retell what the section was mostly about. This strategy was designed to help readers read slowly and read for meaning. It was modeled for students during a whole class instruction period, and then conducted with students who works as partner to read the same text. They begin by reading a small amount of text, then covering the print with their hand. While their hands are over the page, readers need to take time to think about what their just read. And after that the students are required to retell what they just read of learned from the text and what important things they got from it. RCRR

strategy was one of strategy in teaching reading, useful to increase students reading comprehension.

#### **D. Hypothesis**

Based on the conceptual framework above, the researcher formulated the hypothesis as follows:

Ha : there is a significant effect of applying Read Cover Remeber Retell (RCRR)

Strategy on students' achievement in reading comprehension.

Ho : there is no significant effect of applying Read Cover Remeber Retell (RCRR)

Strategy on students' achievement in reading comprehension.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location and Time of the Research**

This research was conducted at SMP Muhammadiyah 47 Sunggal, which is located on Jl. Sei Mencirim No.60 Kel.Medan Krio, Kec.Sunggal, Kab. Deli Serdang. It was done 2019/2020 academic year.

The reasons for choosing this school were: (1) the problem to be researched was found in this school. It was based on observation made at the beginning. It was seen that the students' achievement in reading comprehension at SMP Muhammadiyah 47 Sunggal is still low. (2) the researcher knew the effect of applying Read Cover Remember Retell (RCRR) strategy on students' achievement in reading comprehension at SMP muhammadiyah 47 Sunggal.

#### **B. Population and Sample**

##### **1. Population**

Population of the research were the entire students at the ninth grades of SMP muhammadiyah 47 Sunggal. The ninth grades consist of four classes amounting to 150 students.

## 2. Sample

The sample of the research was taken by using simple random sampling technique. There were 2 classes chosen as the sample, namely class IX-1 and IX-2. Class IX-1 was experimental class, and IX-2 as control one.

The population and the sample of the research were presented in the following table:

**Table 3.1**  
**Population and Sample**

<b>No.</b>	<b>Class</b>	<b>Number of Population</b>	<b>Sample</b>
<b>1</b>	IX – 1	35	35
<b>2</b>	IX – 2	36	36
<b>3</b>	IX – 3	39	-
<b>4</b>	IX – 4	40	-
<b>TOTAL</b>		<b>150</b>	<b>71</b>

### C. Research Design

This research was experimental design referring to True-Experimental research design. It was intended to find out the effect of Read Cover Remember Retell (RCRR) Strategy on students' achievement in reading comprehension.

In conducting true-experimental research design, there were two groups namely the experimental and control classes. The experimental class was the class that received the treatment by using RCRR strategy , and the control class was the

class that did not received treatment. The design of this research was illustrated in the following table:

**Table 3.2**  
**Research Design**

Experimental Group	Pre-test ✓	Have Treatment (RCRR Strategy)	Post-test ✓
Control Group	Pre-test ✓	Without Treatment (Conventional Strategy)	Post-test ✓

#### **D. Instrument of the Research**

In order to collect the intended data, the instrument used in this research was Reading Test. In this case, the test was in form of multiple choice test about narrative text. The test consisted of ten items with four alternative options.

#### **E. Technique of Collecting Data**

In collecting data for this research, the researcher applied some steps as follow: (1) giving the pre-test for both groups (2) applying treatment by using Read Cover Remember Retell (RCRR) Strategy to experimental group, and without treatment by using conventional strategy to control group (3) giving the pot-test for both groups (4) collecting the students worksheet and scoring the students' answers.

## F. Technique of Data Analysis

There were some steps applied in analyzing the data. As follows:

1. Correcting the students' answer.
2. Scoring the students' answer.
3. Listing the students' score into tables, first for the experimental group's score and the second for the control group's score.
4. Calculating the total score of post-test in experimental group by using formula :
  - a. Finding the Correlation of the Teaching Strategy :

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2) (\sum Y^2)}}$$

- b. Testing Linear Regression :

$$y = \alpha + bx$$

with :

$$\alpha = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

where :

y : Individual Work

x : Independent Variable

$\alpha$  : Constant

b : Correlation Coefficient

c. Determining T-test by formulation :

$$r^2 = b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum Y^2) - (\sum Y)^2}$$

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

d. Finding the Significant Effect by Formulation :

$$D = (r_{xy})^2 \times 100\%$$

### G. Statistical Hypothesis

Based on the conceptual framework above, the researcher formulated the hypothesis as follows:

$H^a$  is accepted if  $t_0 > t_{table}$  or there is a significant difference of applying Read Cover Remember Retell strategy on students' achievement in reading comprehension.

$H^o$  is accepted if  $t_{table} > t_0$  or there is no a significant difference of applying Read Cover Remember Retell strategy on students' achievement in reading comprehension.

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data**

After conducting the research, there were several data obtained regarding to students' scores in reading comprehension. The following tables were the data about the students' score in pre-test and post-test of experimental and control groups.

**Table 4.1**  
**The Students' Pre-test and Post-test Score in Experimental Group**

No	Students' Initial Name	Scores	
		Pre-test (X)	Post-test (Y)
1	ADA	60	90
2	AS	70	90
3	AA	60	90
4	AAM	60	70
5	AW	50	70
6	AB	30	70
7	BA	50	80
8	DNP	50	80
9	DYP	20	90
10	DH	40	90
11	DMH	30	90
12	FSP	30	80
13	FAF	20	80
14	FE	30	90
15	FEA	40	80
16	GFM	70	90
17	HA	30	90
18	JC	70	80

19	KFR	60	80
20	K	30	80
21	MRP	50	70
22	MN	40	80
23	NS	50	80
24	NK	50	80
25	NKH	30	80
26	NTGS	40	80
27	NR	70	80
28	NKB	30	90
29	OR	40	90
30	RK	40	80
31	RI	50	90
32	RA	50	90
33	SSH	30	90
34	SN	20	80
35	SS	30	80
<b>Total</b>		<b>1520</b>	<b>2900</b>

The Table 4.1 above explains that the total score of pre-test and post-test in experimental group were 1520 and 2900 respectively. The lowest score in the pre-test was 20 and the highest score was 70. Meanwhile, the lowest score in the post-test was 70 and the highest score was 90. Therefore, it was summarized that the lowest and highest scores in post-test were higher than ones in pre-test.

**Table 4.2**  
**The Students' Pre-test and Post-test Score in Control Group**

No	Students' Initial Name	Scores	
		Pre-test (X)	Post-test (Y)
1	AP	50	80
2	ARS	40	50
3	AA	60	50
4	APU	60	60
5	AAD	50	60
6	APR	30	50
7	AAF	50	60
8	AS	50	50
9	AD	20	50
10	DAG	40	60
11	DA	30	70
12	ED	30	60
13	EA	70	80
14	FI	30	50
15	FAS	40	50
16	FD	20	60
17	FTA	30	50
18	F	70	70
19	FS	60	50
20	FRE	30	80
21	FP	50	70
22	FDK	40	60
23	FA	50	60
24	GA	50	70
25	HA	30	50
26	IM	40	50
27	IA	70	50
28	JIA	60	70
29	KI	30	70
30	LN	50	60
31	MA	30	50
32	MAP	70	50
33	MDR	50	60
34	NP	30	70



35	NA	20	80
36	NAZ	20	50
<b>Total</b>		<b>1550</b>	<b>2160</b>

From the Table 4.2 above shows that the total score of pre-test and post-test in control group were 1550 and 2160 respectively. The lowest score in the pre-test that the student got was 20 and the highest score was 70. In addition, the lowest score in the post-test was 50 and highest score was 80. So that, it was summarized that the lowest and highest scores in post-test were higher than ones in pre-test.

## B. Data Analysis

Based on the data above, the students' scores were analyzed to determine the next calculation (finding the correlation of the teaching strategy).

**Table 4.3**  
**The Students' Score Difference in Pre-test and Post-test of the Experimental Group**

No.	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	60	90	5400	3600	8100
2	70	90	6300	4900	8100
3	60	90	5400	3600	8100
4	60	70	4200	3600	4900
5	50	70	1000	2500	4900
6	30	70	2100	900	4900
7	50	80	4000	2500	6400
8	50	80	4000	2500	6400
9	20	90	1800	400	8100
10	40	90	3600	1600	8100

11	30	90	2700	900	8100
12	30	80	2400	900	6400
13	20	80	1600	400	6400
14	30	90	2700	900	8100
15	40	80	3200	1600	6400
16	70	90	6300	4900	8100
17	30	90	2700	900	8100
18	70	80	5600	4900	6400
19	60	80	4800	3600	6400
20	30	80	2400	900	6400
21	50	70	3500	2500	4900
22	40	80	3200	1600	6400
23	50	80	4000	2500	6400
24	50	80	4000	2500	6400
25	30	80	2400	900	6400
26	40	80	3200	1600	6400
27	70	80	5600	4900	6400
28	30	90	2700	900	8100
29	40	90	3600	1600	8100
30	40	80	3200	1600	6400
31	50	90	4500	2500	8100
32	50	90	4500	2500	8100
33	30	90	2700	900	8100
34	20	80	1600	400	6400
35	30	80	2400	900	6400
<b>Total</b>	<b><math>\sum x :1520</math></b>	<b><math>\sum y :2900</math></b>	<b><math>\sum xy :123300</math></b>	<b><math>\sum x^2 :73800</math></b>	<b><math>\sum y^2: 241800</math></b>

Referring to the data in the Tables 4.3, it was known that :

$$n = 35$$

$$\sum x^2 = 73800$$

$$\sum x = 1520$$

$$\sum y^2 = 241800$$

$$\sum y = 2900$$

$$\sum xy = 123300$$

where :

$n$  = number of sample

$\Sigma x$  = total scores of pre-test

$\Sigma y$  = total scores of post-test

$\Sigma x^2$  = total scores of pre-test quadrate of experimental group

$\Sigma y^2$  = total scores of post-test quadrate of experimental group

$\Sigma xy$  = total scores of pre-test multiple post-test of experimental  
group

Then, correlation of teaching strategy was calculated by applying the following formula:

$$r_{xy} = \frac{\Sigma XY}{\sqrt{\Sigma(X^2) (\Sigma Y^2)}}$$

$$r_{xy} = \frac{123300}{\sqrt{(73800)(241800)}}$$

$$r_{xy} = \frac{123300}{\sqrt{1784484}}$$

$$r_{xy} = \frac{123300}{133584.57}$$

$$r_{xy} = 0.92$$

After calculating the correlation, the next calculation was testing linear regression by using the formula below:

$$y = \alpha + bx$$

Where :

$$n = 35$$

$$\sum x^2 = 73800$$

$$\sum x = 1520$$

$$\sum y^2 = 241800$$

$$\sum y = 2900$$

$$\sum xy = 123300$$

$$\alpha = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n(\sum x^2) - (\sum x)^2}$$

$$\alpha = \frac{(2900)(73800) - (1520)(123300)}{35(73800) - (1520)^2}$$

$$\alpha = \frac{214020000 - 187416000}{2583000 - 2310400}$$

$$\alpha = \frac{26604000}{272600}$$

$$\alpha = 97.59$$

So,

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

$$b = \frac{35(123300) - (1520)(2900)}{35(73800) - (1520)^2}$$

$$b = \frac{4315500 - 4408000}{2583000 - 2310400}$$

$$b = \frac{-92500}{272600}$$

$$b = -0.33$$

$$Y = \alpha + bx$$

$$Y = 97.59 + (-0.33) x$$

Note :

$n$  = number of sample

$\Sigma x$  = total scores of pre-test

$\Sigma y$  = total scores of post-test

$\Sigma x^2$  = total scores of pre-test quadrate of experimental group

$\Sigma y^2$  = total scores of post-test quadrate of experimental group

$\Sigma xy$  = total scores of pre-test multiple post-test of experimental  
group

Next, t-test was calculated by presenting the following calculation:

$$r^2 = b \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{n(\Sigma Y^2) - (\Sigma Y)^2}$$

$$r^2 = -0.33 \frac{35(123300) - (1520)(2900)}{35(241800) - (2900)^2}$$

$$r^2 = -0.33 \frac{4315500 - 4408000}{8463000 - 8410000}$$

$$r^2 = -0.33 \frac{-92500}{53000}$$

$$r^2 = -0.33 (-1.74)$$

$$r^2 = \sqrt{0.5742}$$

$$r = 0.75$$

Finally, the score of  $r$  (0.75) was used to determine the score of  $t$  by applying the formula below:

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = 0.75 \frac{\sqrt{35-2}}{\sqrt{1-0.75^2}}$$

$$t = 0.75 \frac{\sqrt{33}}{\sqrt{1-0.5625}}$$

$$t = 0.75 \frac{5.74}{\sqrt{0.4375}}$$

$$t = \frac{4.305}{0.66}$$

$$t = 6.52$$

From the test above, that  $t_{observe} = 6.25$  , with  $df = n-2$  ( $35-2 = 33$ ),  $\alpha = 97.59$  and  $t_{table} = 2.035$ . If  $t_{observe} > t_{table}$ , the alternative hypothesis ( $H_a$ ) was accepted. In this case,  $t_{observe} > t_{table}$  ( $6.25 > 2.035$ ), so the hypothesis was accepted.

In addition, the significant effect was determined by applying the following formula:

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0.92)^2 \times 100\%$$

$$D = 0.84 \times 100\%$$

$$D = 84\%$$

In line with the score of D above, it was known that the effect of applying Read Cover Remember Retell (RCRR) Strategy on students' achievement in reading comprehension was 84% and 16% from the other factor.

### C. Hypothesis Testing

The testing hypothesis was conducted in order to find out whether that hypothesis was accepted or rejected. The basis of testing hypothesis was that the  $H_a$  was accepted if the  $T_{Observed} > T_{table}$ . The calculation of the scores uses t-test for the degree of freedom 33 ( $df = n-2$ ) at the level of significant 0.05 that the critical value is 2.035. So, it was seen that  $t_{table} = 2.035$ .

After calculating the scores, it was found that in this research  $t_{observe}$  was higher than the  $t_{table}$ . It had been seen from  $t_{observed} > t_{table}$  ( $6.25 > 2.035$ ) with  $df$  33.

From the result above, it showed that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It means that applying of Read Cover Remember Retell (RCRR) Strategy affect on students' achievement in reading comprehension especially in narrative text.

### D. Research Findings

After conducting the research, the researcher found the data that the applying of Read Cover Remember Retell (RCRR) strategy had the significant effect on students' achievement in reading comprehension. Based on the data analysis above, it was seen that the scores obtained by students applying Read Cover Remember Retell (RCRR) strategy were higher than using Conventional

Strategy. It was proven from the results of the t-test in experimental group showed that the  $t_{observed}$  was higher than  $t_{table}$  ( $6.25 > 2.035$ ).

## **E. Discussion**

Referring to research finding that there was an effect of applying Read Cover Remember Retell (RCRR) strategy on students' achievement in reading comprehension. As proven by the value of  $t_{observe}$  was higher than  $t_{table}$  ( $6.25 > 2.035$ ). It was that  $H_a$  was accepted or there is a significant difference of applying Read Cover Remember Retell strategy towards reading comprehension.

The result of this study was in line with the research done by Amira (2018) about *The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve Students' Achievement in Reading Comprehension*. Her finding showed that there was any effect of the implementation RCRR strategy in Cycle II. In other words it can improve students' abilities and activities in the learning process well.

The second other research finding done by Anita (2013) entitled *The Effect of Using Read, Cover, remeber, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency* was also matched to this present study, she found that means scores between by using RCRR strategy and conventional reading activities are



significantly different. It means that RCRR strategy had a positive effect on students' achievement.

This current research and two previous other researches indicated the relevant results that RCRR was an effective strategy to use because it was able to improve students' achievement and motivate them to learn more about reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research finding, it was concluded that there was the significant effect of applying Read Cover Remember Retell (RCRR) strategy on students' achievement in reading comprehension. It was proven that  $t_{observe}$  was higher than  $t_{table}$  or  $6.25 > 2.035$  with  $df = 33$ ,  $\alpha = 0.05$ .

#### B. Suggestion

Based on the result of this research, the researcher proposed suggestions as the followings:

1. English teacher was suggested to apply Read Cover Remember Retell (RCRR) strategy in teaching reading comprehension, because the right strategy will motivate students' interest in learning and become one asset to carry the success of material to be taught.
2. The students should pay more attention when the teacher explains how to use Read Cover Remember Retell (RCRR) strategy, try and practice this strategy in other to improve the reading ability.

3. Other researchers were suggested to conduct the research by using Read Cover Remeber Retell (RCRR) strategy and it was suggested for them to use this research findings as the reference to investigate.

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## **APPENDIX 1**

### **LESSON PLAN**

#### **(Experimental Group)**

School	: SMP Muhammadiyah 47 Sunggal
Subject	: English
Class	: IX (Sembilan)
Topic	: Narrative Text
Time Allocation	: 2 x 45 menit
Aspect/Skill	: Reading Comprehension

#### **A. Core Competencies (KI)**

KI.1. Living and practicing the religious teachings that he embraces

KI.2. Living and practicing honest, disciplined, responsible, caring (peasant, cooperative,

tolerant, peaceful) behavior, courteous, responsive and proactive and showing

attitude as part of the solution to problems in interacting effectively with the natural

and social environment placing ourselves as a reflection of the nation in the association of the world.

KI.3. Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI.4. Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science

## **B. Basic Competency and Competency Achievement Indicators**

- 1.1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.
- 2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.

3.9. Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.

1. Students can identify the characters that exist in a folktale
2. Students can identify social elements of folklore
3. Students can identify the moral values that exist in folklore
4. Students can identify linguistic elements in folklore

4.15 Capturing the meaning of oral and written narrative texts is legendary, simple.

1. Students can answer questions related to the text of folklore
2. Students can retell a folktale that is read both orally and in writing.

### **C. Learning Objectives**

After studying this material, students are expected to be able to:

1. Showing the seriousness of learning English related to simple narrative texts in the form of folklore.
2. Showing the a good behavior, confidence and responsibility in carrying out communications related to simple narrative texts in the form of folklore.
3. Identify social functions, text structures and linguistic elements of simple narrative texts in the form of folklore.



4. Responding to the meaning of simple narrative text in the form of folklore.

#### **D. Learning Materials**

The text of simple folklore

Social function : to imitate moral values, love the homeland, appreciate other cultures. Generic Structures

- (1) Orientation : mentions place and time and introduces the characters
- (2) Evaluation : to the problems faced by the character
- (3) Complications : problems arise
- (4) Resolution : the crisis ended well or not for the character

Linguistic Elements:

1. Vocabulary related in folklore
2. Verbs / sentence structure
3. Speech, word pressure, intonation, when presenting verbally

#### **E. Learning Method/Strategy Strategy :**

RCRR (Read, Cover, Remember, Retell) strategy, discussion method

#### **F. Media / Tools / Source Learning**

1. Media / Tools : Markers, erasers, whiteboard
2. Source Learning : Handbook for grade IX

### G. Learning Steps

Activity	Description	Allocation
<b>Opening Activity</b>	<ol style="list-style-type: none"> <li>1. Teachers give greetings.</li> <li>2. Teachers check students' attendance</li> <li>3. Teachers communicate with students and give questions to material will be taught.</li> </ol>	<b>10'</b>
<b>Core Activities</b>	<p>Observing</p> <ol style="list-style-type: none"> <li>1. Students look at a variety of narrative text that given by the teachers.</li> <li>2. Students observe the social function, structure and linguistic elements.</li> <li>3. Students identify the main idea, details and specific information from narrative text.</li> </ol> <p>Questioning</p> <p>Under the guidance and direction of teachers, students ask questions about the main idea, details and specific information from narrative text.</p> <p>Exploring</p> <ol style="list-style-type: none"> <li>1. Students tried to answer the</li> </ol>	<p style="text-align: center;"><b>10'</b></p> <p style="text-align: center;"><b>5'</b></p> <p style="text-align: center;"><b>25'</b></p>

	questions from the teacher together.	
	Associating 1. The teacher gave the correct answer for the students.	<b>15'</b>
	Communicating 1. Teacher asked students to read a new story narrative text, then the students find the main idea, details and specific information from the text. 2. Students were given a pre-test in the form of multiple choices	<b>20'</b>
<b>Closing activities</b>	1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the process and learning outcomes.	<b>5'</b>

### **Second Meeting**

<b>Activity</b>	<b>Description</b>	<b>Allocation</b>
<b>Opening activity</b>	1. Teachers give greetings. 2. Teachers check students' attendance 3. Teachers communicate with students and give questions to material will be taught. 4. Teachers introduce learning strategies read, cover, remember, retell in subject matter	<b>10'</b>

	Narrative Text.	
<b>Core Activities</b>	<p>Observing</p> <ol style="list-style-type: none"> <li>1. Students look at a variety of narrative text that shown by the teachers.</li> <li>2. Students observe the social function, structure and linguistic elements.</li> <li>3. Students identify the main idea, details and specific information from narrative text.</li> </ol>	<b>10'</b>
	<p>Questioning</p> <p>Under the guidance and direction of teachers, students ask questions about the main idea, details and specific information from narrative text.</p>	<b>5'</b>
	<p>Exploring</p> <ol style="list-style-type: none"> <li>1. Students practice finding the main idea, details and specific information from narrative text.</li> <li>2. Students in groups read a narrative text by observing the social function, generic structure, and linguistic elements to coherently.</li> <li>3. Students read narrative text to a friend by using the appropriate linguistic elements.</li> </ol>	<b>20'</b>
	<p>Associating</p> <ol style="list-style-type: none"> <li>1. In pairs students analyze some</li> </ol>	<b>15'</b>

	<p>narrative text focusing on the social function, structure, and language elements.</p> <p>2. Students gain feedback from teachers and friends about the result of the analysis presented in the working group.</p> <p>Communicating</p> <p>1. Teacher asked students to make some groups.</p> <p>2. Students Read the same of narrative text that was given by the teacher to each groups.</p>	
	<p>3. The students Cover the text as much as their hand can cover includes 5W+1H questions from the text.</p> <p>4. The teacher asked them to remember the main idea.</p> <p>5. Students present their idea to another group.</p> <p>6. Students were given a Post-test in the form of multiple choices</p>	<b>25'</b>
<b>Closing Activities</b>	<p>1. Learners and teachers reflect on their learning activities and benefits.</p> <p>2. Learners and teachers give each other feedback on the process and learning outcomes</p>	<b>5'</b>



## H. Appraisal

Assessment Technique : Reading Comprehension Test

Form Instrument : Reading a text about Narrative Text in form of multiple choice test.

Medan, Agustus 2019

Known by,

English Teacher



Laila Safitri, S.Pd

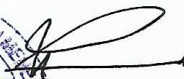
Researcher



Lesti Pertiwi

Headmaster



  
Saprindo Simanjuntak, S.Pd.I

## **APPENDIX 2**

### **LESSON PLAN**

#### **(Control Group)**

School	: SMP Muhammadiyah 47 Sunggal
Subject	: English
Class	: IX (Sembilan)
Topic	: Narrative Text
Time Allocation	: 2 x 45 menit
Aspect/Skill	: Reading Comprehension

#### **A. Core Competencies (KI)**

KI.1. Living and practicing the religious teachings that he embraces

KI.2. Living and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the natural and social environment placing ourselves as a reflection of the nation in the association of the world.



KI.3. Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI.4. Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science

## **B. Basic Competency and Competency Achievement Indicators**

1.1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.

3.9. Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.

1. Students can identify the characters that exist in a folktale
2. Students can identify social elements of folklore
3. Students can identify the moral values that exist in folklore

4. Students can identify linguistic elements in folklore

4.15 Capturing the meaning of oral and written narrative texts is legendary, simple.

1. Students can answer questions related to the text of folklore

2. Students can retell a folktale that is read both orally and in writing.

### **C. Learning Objectives**

After studying this material, students are expected to be able to:

1. Showing the seriousness of learning English related to simple narrative texts in the form of folklore.

2. Showing the a good behavior, confidence and responsibility in carrying out communications related to simple narrative texts in the form of folklore.

3. Identify social functions, text structures and linguistic elements of simple narrative texts in the form of folklore.

4. Responding to the meaning of simple narrative text in the form of folklore.

### **D. Learning Materials**

The text of simple folklore

Social function : to imitate moral values, love the homeland, appreciate other cultures. Generic Structures

- (1) Orientation : mentions place and time and introduces the characters
- (2) Evaluation : to the problems faced by the character
- (3) Complications : problems arise
- (4) Resolution : the crisis ended well or not for the character

Linguistic Elements:

1. Vocabulary related in folklore
2. Verbs / sentence structure
3. Speech, word pressure, intonation, when presenting verbally

**E. Learning Method/Strategy Strategy :**

Conventional strategy, discussion method

**F. Media / Tools / Source Learning**

1. Media / Tools : Markers, erasers, whiteboard
2. Source Learning : Handbook for grade IX

**G. Learning Steps**

<b>Activity</b>	<b>Description</b>	<b>Allocation</b>
<b>Opening Activity</b>	1. Teachers give greetings. 2. Teachers check students' attendance 3. Teachers communicate with students and give questions to material will be taught.	<b>10'</b>
<b>Core Activities</b>	Observing	<b>10'</b>

	<p>1. Students look at a variety of narrative text that given by the teachers.</p> <p>2. Students observe the social function, structure and linguistic elements.</p> <p>3. Students identify the main idea, details and specific information from narrative text.</p> <p><b>Questioning</b> Under the quidance and direction of teachers, students ask questions about the main idea, details and specific information from narrative text.</p> <p><b>Exploring</b> 2. Students tried to answer the questions from the teacher together.</p>	<p><b>5'</b></p> <p><b>25'</b></p>
	<p><b>Associating</b> 1. The teacher gave the correct answer for the students.</p>	<b>15'</b>
	<p><b>Communicating</b> 1. Teacher asked students to read a new story narrative text, then the students find the main idea,details and specific information from the text. 2. Students were given a pre-test in the form of multiple choices</p>	<b>20'</b>
<b>Closing activities</b>	1. Learners and teachers reflect on their learning activities and benefits.	<b>5'</b>

	2. Learners and teachers give each other feedback on the process and learning outcomes.	
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### Second Meeting

Activity	Description	Allocation
<b>Opening activity</b>	1. Teachers give greetings. 2. Teachers check students' attendance 3. Teachers communicate with students and give questions to material will be taught. 4. Teachers explain the subject matter Narrative Text by using Conventional Strategy	<b>10'</b>
<b>Core Activities</b>	<p>Observing</p> 1. Students listen the explanation about the variety of narrative text that explained by the teachers. 2. The teacher gave direction to the students to observe the social function, structure and linguistic elements in a group discussion. 3. Students identify the main idea, details and specific information from narrative text.	<b>10'</b>     <b>5'</b>
	<p>Questioning</p> Under the guidance and direction of teachers, students ask questions about the	<b>20'</b>

	<p>main idea, details and specific information from narrative text.</p> <p>Exploring</p> <ol style="list-style-type: none"> <li>1. Students practice finding the main idea, details and specific information from narrative text.</li> <li>2. Students in group discussion read a narrative text by observing the social function, generic structure, and linguistic elements to coherently.</li> <li>3. The students read narrative text to a friends as a result of their discussion.</li> </ol>	
	<p>Associating</p> <ol style="list-style-type: none"> <li>1. In pairs students analyze some narrative text focusing on the social function, structure, and language elements.</li> <li>2. Students gain feedback from teachers and friends about the result of the analysis presented in the working group.</li> </ol>	<p><b>20'</b></p>

	Students were given a post-test in the form of multiple choices	20'
<b>Closing Activities</b>	1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the process and learning outcomes	5'

#### H. Appraisal

Assessment Technique : Reading Comprehension Test

Form Instrument : Reading a text about Narrative Text in form of multiple choice test.

Medan, Agustus 2019

Known by,

English Teacher



Laila Safitri, S.Pd

Researcher



Lesti Pertiwi

Headmaster



Saprindo Simanjuntak, S.Pd.I

APPENDIX 5

Students' Answer Sheet of Experimental Group

Pre-test

Name : Dafni Yolanda Putri

Class : IX<sup>-1</sup>

I. Choose the right answer by crossing (X) A, B, C or D !

No.	Options			
<del>1.</del>	<del>A</del>	B	C	<del>D</del>
<del>2.</del>	<del>A</del>	B	C	D
<del>3.</del>	A	<del>B</del>	C	D
<del>4.</del>	A	B	C	<del>D</del>
<del>5.</del>	A	B	<del>C</del>	D
<del>6.</del>	<del>A</del>	B	C	D
<del>7.</del>	<del>A</del>	B	C	D
<del>8.</del>	A	B	<del>C</del>	D
<del>9.</del>	<del>A</del>	B	C	D
<del>10.</del>	A	B	C	<del>D</del>

Score :

20



APPENDIX 5

Students' Answer Sheet of Experimental Group

Pre-test

Name : Nazla Salsabila

Class : IX

I. Choose the right answer by crossing (X) A, B, C or D !

No.	Options			
1.	A	B	C	<del>D</del>
2.	<del>A</del>	B	C	D
3.	A	<del>B</del>	C	D
4.	<del>A</del>	B	C	D
5.	A	B	C	<del>D</del>
6.	A	B	<del>C</del>	D
7.	<del>A</del>	B	C	D
8.	A	B	C	<del>D</del>
9.	A	<del>B</del>	C	D
10.	A	B	<del>C</del>	D

Score :

50

APPENDIX 5

Students' Answer Sheet of Experimental Group

Pre-test

Name : Nurul Rahma  
Class : X<sup>-1</sup>

I. Choose the right answer by crossing (X) A, B, C or D !

No.	Options			
<del>1</del>	A	B	C	<del>D</del>
<del>2</del>	<del>A</del>	B	C	D
<del>3</del>	A	B	<del>C</del>	D
<del>4</del>	A	B	<del>C</del>	D
<del>5</del>	<del>A</del>	B	C	D
<del>6</del>	<del>A</del>	B	C	D
<del>7</del>	<del>A</del>	B	C	D
<del>8</del>	A	<del>B</del>	C	D
<del>9</del>	A	<del>B</del>	C	D
<del>10</del>	A	B	<del>C</del>	D

Score :

70

APPENDIX 5

Students' Answer Sheet of Experimental Group

Post-test

Name : DAFIMA YOLANDA PUTRI

Class : IX

I. Choose the right answer by crossing (X) A, B, C or D!

No.	Options			
<del>1.</del>	A	B	<del>C</del>	D
<del>2.</del>	A	<del>B</del>	C	D
<del>3.</del>	A	<del>B</del>	C	D
<del>4.</del>	A	<del>B</del>	C	D
<del>5.</del>	A	B	C	<del>D</del>
<del>6.</del>	A	B	C	<del>D</del>
<del>7.</del>	A	<del>B</del>	C	D
<del>8.</del>	A	B	C	<del>D</del>
<del>9.</del>	A	B	C	<del>D</del>
<del>10.</del>	A	<del>B</del>	C	D

Score :

90

APPENDIX 5

Students' Answer Sheet of Experimental Group

Post-test

Name : Nazla Salsabila.....

Class : IX<sup>1</sup>.....

I. Choose the right answer by crossing (X) A, B, C or D!

No.	Options			
1.	A	B	<del>C</del>	D
2.	A	<del>B</del>	C	D
3.	A	<del>B</del>	C	D
4.	A	<del>B</del>	C	D
5.	<del>A</del>	B	C	D
6.	A	B	<del>C</del>	D
7.	A	<del>B</del>	C	D
8.	A	B	C	<del>D</del>
9.	A	B	C	<del>D</del>
10.	A	B	C	<del>D</del>

Score :

80

APPENDIX 5

Students' Answer Sheet of Experimental Group

Post-test

Name : Nurul Rahma

Class : IX<sup>-1</sup>

I. Choose the right answer by crossing (X) A, B, C or D!

No.	Options			
<del>1.</del>	A	B	<del>C</del>	D
<del>2.</del>	A	<del>B</del>	C	D
<del>3.</del>	A	<del>B</del>	C	D
<del>4.</del>	A	<del>B</del>	C	D
<del>5.</del>	A	B	C	<del>D</del>
<del>6.</del>	A	B	C	<del>D</del>
<del>7.</del>	A	B	<del>C</del>	D
<del>8.</del>	A	B	<del>C</del>	D
<del>9.</del>	A	B	C	<del>D</del>
<del>10.</del>	A	B	C	<del>D</del>

Score :

80

APPENDIX 6

Students' Answer Sheet of Control Group

Pre-test

Name : AZIFA DINIYAH

Class : IX<sup>2</sup>

I. Choose the right answer by crossing (X) A, B, C or D!

No.	Options			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

Score :

20

APPENDIX 6

Students' Answer Sheet of Control Group

Pre-test

Name : ..... *Aprila Sanara* .....

Class : ..... *IX<sup>-2</sup>* .....

I. Choose the right answer by crossing (X) A, B, C or D !

No.	Options			
<del>1.</del>	<del>A</del>	B	C	<del>D</del>
<del>2.</del>	<del>A</del>	B	C	D
<del>3.</del>	A	B	<del>C</del>	D
<del>4.</del>	A	B	<del>C</del>	D
<del>5.</del>	<del>A</del>	B	C	D
<del>6.</del>	A	B	<del>C</del>	D
<del>7.</del>	A	B	C	<del>D</del>
<del>8.</del>	<del>A</del>	B	C	D
<del>9.</del>	A	B	<del>C</del>	D
<del>10.</del>	<del>A</del>	B	C	D

Score :

*50*

APPENDIX 6

Students' Answer Sheet of Control Group  
Pre-test

Name : Ersa Afrizal  
Class : IX<sup>2</sup>

I. Choose the right answer by crossing (X) A, B, C or D !

No.	Options			
1.	A	<del>B</del>	C	D
2.	A	B	<del>C</del>	D
3.	<del>A</del>	B	C	D
4.	A	B	<del>C</del>	D
5.	<del>A</del>	B	C	D
6.	A	<del>B</del>	C	D
7.	A	<del>B</del>	C	D
8.	A	B	C	<del>D</del>
9.	A	<del>B</del>	C	D
10.	A	B	<del>C</del>	D

Score :

70



APPENDIX 6

Students' Answer Sheet of Control Group

Post-test

Name : Azifa Didiya

Class : IX<sup>2</sup>

I. Choose the right answer by crossing (X) A, B, C or D !

No.	Options			
<del>1.</del>	A	B	<del>C</del>	D
<del>2.</del>	<del>A</del>	B	C	D
<del>3.</del>	A	<del>B</del>	C	D
<del>4.</del>	A	B	<del>C</del>	D
<del>5.</del>	A	B	C	<del>D</del>
<del>6.</del>	A	B	<del>C</del>	D
<del>7.</del>	A	<del>B</del>	C	D
<del>8.</del>	<del>A</del>	B	C	D
<del>9.</del>	<del>A</del>	B	C	D
<del>10.</del>	A	B	C	<del>D</del>

Score :

50

**APPENDIX 6**

**Students' Answer Sheet of Control Group**

**Post-test**

Name : Aprilia Sanara

Class : IX<sup>-2</sup>

**I. Choose the right answer by crossing (X) A, B, C or D !**

No.	Options			
<del>1.</del>	A	B	<del>C</del>	D
<del>2.</del>	A	<del>B</del>	C	D
<del>3.</del>	A	<del>B</del>	C	D
<del>4.</del>	A	<del>B</del>	C	D
<del>5.</del>	A	B	C	<del>D</del>
<del>6.</del>	<del>A</del>	B	C	D
<del>7.</del>	<del>A</del>	B	C	D
<del>8.</del>	A	B	<del>C</del>	D
<del>9.</del>	A	<del>B</del>	C	D
<del>10.</del>	<del>A</del>	B	C	D

Score :

50

APPENDIX 6

Students' Answer Sheet of Control Group  
Post-test

Name : Ersa Afrizal  
Class : IX<sup>2</sup>

I. Choose the right answer by crossing (X) A, B, C or D !

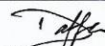
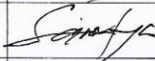



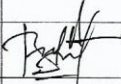
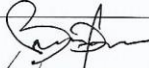
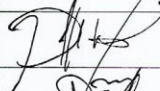

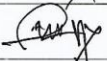






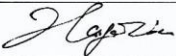

No.	Options			
1.	A	B	<del>C</del>	D
2.	A	<del>B</del>	C	D
3.	A	<del>B</del>	C	D
4.	A	<del>B</del>	C	D
5.	A	B	<del>C</del>	D
6.	A	<del>B</del>	C	D
7.	A	<del>B</del>	C	D
8.	A	B	C	<del>D</del>
9.	A	B	C	<del>D</del>
10.	A	B	C	<del>B</del>

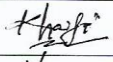
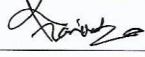
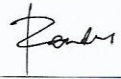
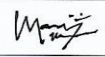
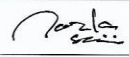
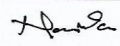

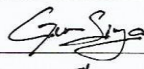
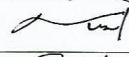
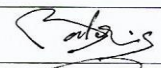
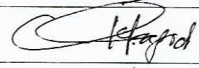

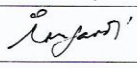




Score :

80

APPENDIX 7

Students Attendance List of Experimental Group

No	Students' Name	Signature
1	Ahmad Daffa Alkhuzzaini	
2	Angga Sanjaya	
3	Anggun Amelia	
4	Afni Amelia	
5	Annisa Wulandari	
6	Amira Balqis	
7	Bagas Adityas	
8	Dafina Nazwa Putri	
9	Dafina Yolanda Putri	
10	Deni Hamdani	
11	Destriana Mustafa Haryani	
12	Febria Sri Praningsih	
13	Fitrah alfisyah Fajar	
14	Figo Erlangga	
15	Fajar Erwinsyah alam	
16	Gibraltar Fathan Mubina	
17	Hafeeza Ayeesa	
18	Jessica Chandra	

19	Khairi Faldi Ridhan	
20	Khairunnisa	
21	M. Rendi Pradana	
22	Marsya Nadhira	
23	Nazla Salsabila	
24	Nazwa Khairin	
25	Nabila Khairani Hazana	
26	Nur Tania Guru Singa	
27	Nurul Rahma	
28	Nur Khalifah Balqis	
29	Oktavia Rahmadhani	
30	Ratu Kaisa	
31	Rio Irfandi	
32	Riska Alpiana	
33	Sabrina Seyselia Harahap	
34	Siti Nur'aini	
35	Sukma Sari	

Medan, September 2019



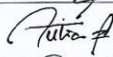

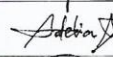



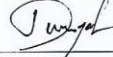

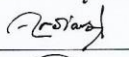
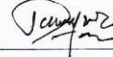
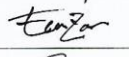
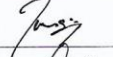


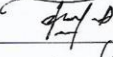

Researcher,

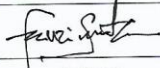


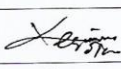

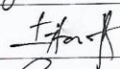

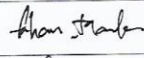

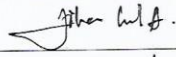
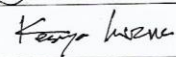
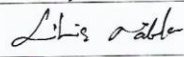

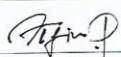
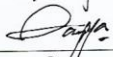

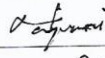
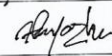


**Lesti Pertiwi**

APPENDIX 8

Students Attendance List of Control Group

No	Students' Name	Signature
1	Alviyandi Parinduri	
2	Alya Rasya Salsa	
3	Andini aulia	
4	Annisa Putri	
5	Annisa Adellia	
6	Aryan Pratama	
7	Askania Afifah	
8	Aprila Sahara	
9	Azifah Diniyah	
10	Dean Ahmad Gibran	
11	Dicky Ardiansyah	
12	Endi Darmawan	
13	Ersa Afnidzar	
14	Fahmi Irwansyah	
15	Fahreza Agung Suryadi	
16	Fand Di	
17	Fatia Tri annisa	
18	Faturrahman	

19	Fauzi syahputra	
20	Fikri Rayhan Erpit	
21	Fiky Pramudwitia	
22	Firli dwi Kesuma	
23	Fisra Agita	
24	Gita Aprilia	
25	Hamdeni aditya	
26	Ikhsan Maulana	
27	Indah Apriani	
28	Jihan Indi Aulia	
29	Kesya Ivana	
30	Lilis Nabila	
31	M. Alfin	
32	M. Alfin Prayudha	
33	M. Daffa Rizky	
34	Nabila Pratiwi	
35	Naila Ayuwari	
36	Nauval Azhar	

Medan, September 2019

Researcher

  
Lesti Pertiwi



## APPENDIX 9

### Research Documentation



Picture 1. Research location



Picture 2. Students did Pre-test





**Picture 3. The researches did treatment by applying RCRR strategy**



**Picture 4. The students were realizing RCRR strategy**



**Picture 5. Students did post-test**



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Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

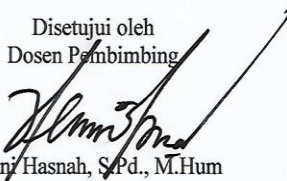
Dengan ini saya

Nama Mahasiswa : Lesti Pertiwi  
NPM : 1502050216  
Pro. Studi : Pendidikan Bahasa Inggris


Judul	Diterima
The Effect of Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension	See ✓ 25/03 2019

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

  
Yenni Hasnah, S.Pd., M.Hum

Medan, 25 Maret 2019  
Hormat Pemohon

  
Lesti Pertiwi



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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Lesti Pertiwi  
NPM : 1502050216  
Pro. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 138 SKS  
IPK = 3,57

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Effect of Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension	
	The Effect of Drilling Technique in Teaching Dialogue on Speaking Achievement	
	The Influence of Students' Educational Background Toward Their Ability in Speaking	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 Maret 2019  
Hormat Pemohon,

Lesti Pertiwi

Keterangan :  
Dibuat Rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan





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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Lesti Pertiwi  
NPM : 1502050216  
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Yenni Hasnah, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 Maret 2019  
Hormat Pemohon,

Lesti Pertiwi

Keterangan

- Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas  
- Duplikat untuk Ketua / Sekretaris Jurusan  
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2264 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Lesti Pertiwi  
N P M : 1502050216  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension.

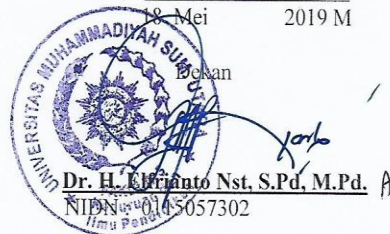
Pembimbing : Yenni Hasnah, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 18 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :  
Medan, 13 Ramadhan 1440 H  
18 Mei 2019 M



Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERMOHONAN

Medan, Mei 2019

Lamp : Satu Berkas  
Hal : Seminar Proposal

Yth. Ketua Program Studi  
Pendidikan Bahasa Inggris  
**FKIP UMSU**

Bismillahirrahmannirrahim  
Assalamu'alaikum, Wb. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Lesti Pertiwi  
N.P.M : 1502050216  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Read Cover Remember Retell (RCRR) Strategy  
on Students' Achievement in Reading Comprehension

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu. Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar,
2. Kuitansi biaya seminar dua lembar fotocopy
3. Kuitansi SPP yang sedang berjalan dua lembar fotocopy,
4. Foto kopi K1, K2, K3.

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

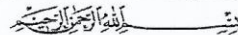
Wassalam  
Pemohon,

  
Lesti Pertiwi



**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Teip. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Lesti Pertiwi  
N.P.M : 1502050216  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
12/03/2019	Consulting the research title	
14/03/2019	Approving the research title	
16/05/2019	Chapter I - Chapter II References	
13/05/2019	Chapter I - Chapter III References	
	Table of Contents	
21/05/2019	Chapter I - Chapter III References Table of Contents Appendix	
22/05/2019	Chapter I - Chapter III References Table of Contents Appendix	
23/05/2019	Free to Seminar	

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, 23 Mei 2019

Dosen Pembimbing

(Yenni Hasnah., S.Pd., M.Hum.)





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**MAJELIS PENDIDIKAN TINGGI  
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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Lesti Pertiwi  
N.P.M : 1502050216  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Read Cover Remember Retell (RCRR) Strategy  
on Students' Achievement in Reading Comprehension

sudah layak diseminarkan.

Medan, 23 Mei 2019

Dosen Pembimbing,

**Yenni Hasnah, S.Pd, M.Hum**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Lesti Pertiwi  
N.P.M : 1502050216  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Read Cover Remember Retell (RCRR)  
Strategy on Students' Achievement in Reading Comprehension

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 24, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 25 Juli 2019

Ketua,

**Mandra Saragih, S.Pd, M.Hum**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Lesti Pertiwi  
N.P.M : 1502050216  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Read Cover Remember Retell (RCRR)  
Strategy on Students' Achievement in Reading Comprehension

Pada hari Jumat tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 25 Juli 2019

Disetujui oleh:

Dosen Pembahas

**Mandra Saragih, S.Pd., M.Hum.**

Dosen Pembimbing

**Yenni Hasnah, S.Pd., M.Hum**

Diketahui oleh  
Ketua Program Studi,

**Mandra Saragih, S.Pd., M.Hum.**



UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada: Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Lesti Pertiwi  
N.P.M : 1502050216  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effect of Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension

Menjadi:

The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 25 Juli 2019

Ketua Program Studi  
Pendidikan Bahasa Inggris

Hormat Pemohon

Mandra Saragih, S.Pd, M.Hum

Lesti Pertiwi

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Yenni Hasnah, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website : <http://fkip.umsu.ac.id> Email : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Nomor : 4940 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 23 Dzulqaidah 1440 H  
27 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala  
SMP Muhammadiyah 47 Sunggal  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

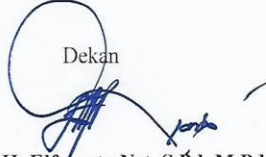
Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Lesti Pertiwi  
N P M : 1502050216  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.** )  
NIDN : 0115057302

\*\* Patinggal \*\*





# SMP MUHAMMADIYAH 47 SUNGGAL ( STATUS TERAKREDITASI A )

NSS : 204070103319

NPSN : 10213868

NIS : 200910

Alamat : Jln. Sei Mencirim No. 60 Medan Krio Telp. (061) 42561071  
KEC. SUNGGAL 20352 - KABUPATEN DELI SERDANG

Sunggal 20 September 2019

Nomor : 96 / IV.4.AU/F/SMP.M.47/2019

Lampiran : -

Hal : **Telah Melaksanakan Riset**

Kepada Yth ;

Bapak Dekan Fakultas Keguruan Dan Ilmu Pendidikan

Universitas Muhammadiyah Sumatera Utara

Di Tempat

*Asslamu'alaikum warahmatullahi wabarakatuh,*

Ba'da salam saya do'akan semoga Bapak dalam keadaan sehat waafiat serta tetap dalam lindungan Allah Swt .

Sehubungan dengan surat masuk Majelis Pendidikan Tinggi Penelitian & Pengembangan Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pengetahuan ke SMP Muhammadiyah 47 Sunggal, maka melalui perantaraan surat ini saya Kepala SMP Muhammadiyah 47 Sunggal menjelaskan bahwa mahasiswa tersebut dibawah ini :

Nama : Lesti Pertiwi

NPM : 1502050216

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : The Effect of Applying Read Cover Remember Retell (RCRR)  
Strategy on Students Achievement.

Telah menyelesaikan Risetnya di SMP Muhammadiyah 47 Sunggal.

Demikian hal ini disampaikan semoga surat ini dapat dipergunakan seperlunya.

*Asslamu'alaikum warahmatullahi wabarakatuh,*



Kepala Sekolah,

**Sapriando Simanjuntak, S.PdI**

NKTAM : 848 125

## CURRICULUM VITAE

Name : Lesti Pertiwi  
Place/ Date of Birth : Medan, 19 July 1995  
Register Number : 1502050216  
Sex : Female  
Religion : Muslim  
Hobbies : Listening Music and Singing  
Father's Name : Aslim  
Mother's Name : Syamsiah  
Address : Griya Mencirim Indah, Telaga Sari. Sei Mencirim

### Educational background

1. Elementary School at SD Negeri 064960 Medan polonia (2002-2008)
2. Junior High School at SMP Negeri 1 muncang, Lebak Banten (2008-2011)
3. Senior High School at SMA Swasta Mulia Pratama Medan (2011-2014)
4. Students of University of Muhammadiyah Sumatera Utara Until sarjana Degree of English Education Program 2019 (2015-2019)